





## A black and white photograph of a protest. In the foreground, several signs are visible, including "HANDS OFF OUR UNION" and a large "W.S.C." sign. A person on the right is wearing a "STOP" sign as a headband.

It has rejected the proposals on the grounds that the borderlings are too wide and that degrees awarded up to now will be devalued. It is concerned that the university has produced little evidence in favour of a completely new system.

It would also tighten up the criteria and publish them in detail. This is intended to avoid the hearsay excuse to students in the past by additional criteria which

The proposals have already been endorsed by the university's academic board, the student affairs and awards board, and the standing committee of the senate. A final decision will be made at next week's full senate meeting.

criteria should be published once a system based on a consistent profile-of-course results will enable more comparability with traditional universities.

It has rejected the proposals on the grounds that the borders are too wide and that degrees awarded up to now will be devalued. It is concerned that the university has produced little evidence in favour of a completely new system.



## California University in legal battle on drugs

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from Benny Morris

from Geoff Meslen

from A. S. Abraham

high cost living."

from James Hutchinson

from John Walsh

John C. Ide



في



This divergence between the economics of the dons and the needs of the administrators concerns me greatly. But I may well be told that my concern is uncalled for. The distinction between the pure and applied character of economics is common to many branches of study. It is commonplace also to find within the ambit of the applied sciences both the advances of the theoretician and the practical problem-solving mind on the frontiers of knowledge; and the practitioners who make useful application of the more limited body of principles that it is their function to go on to admit this distinction between what is and what is not inherent in the nature of things, and the multitude of practical application of the contrary, the more abstract and

But there is another way in which this basic dualism is likely to make more of a theorist even of the economist who is most anxious to be of practical use. A pressing question arises: might not the best advice be can say only that he must be given time and resources to conduct a detailed investigation? Ricardo showed how a method lay ready to hand; that might be a useful method, but it is more, over, would have both generality and certainty. This method is to destroy the essential and dominant presuppositions of the existing generalizations, to sample these elements in a model whose workings can be traced if not sharply in the human eye, than by a process of deduction from premises, very possibly highly idealized, and of no applicability if it has been derived from basic elements of widespread occurrence. Contrast this with the limited scope, the "bad luck", and the narrowness of the generalizations that emerge from the study in depth of any one problem. The conclusion of the Ricardian method will also, unless the premises of the model are carefully chosen, be demonstrated in the reasoning have certainty. Contrast this with the uncertainty and the totality of proposals which are all that is commonly obtained at the best by those who have not been able to get more into account, with a clear thought, out theory, the economist

processes by which prices, costs and incomes are fixed and changed in demand, the state is not consistent of individual and collective human actions, and the morale of those people's expectations. If the present increased reliance upon monetary constraints produces no sharp a rise in the unemployment rate, the free-trade unionists that governments draw back, we may be told that the economic policy was correct, but the short-sightedness of politically motivated leaders of the public did not give it a chance.

Economic theorists seized on the Phillips curve as a demonstration of the determination of the movement of the general level of wages by the market forces of supply and demand, and they were quick to attack when the number of unemployed, their index of the excess of supply over demand, and the rate of rise of wages doubled side by side. They would have avoided their misinterpretation if they had remembered what Metaphor said long ago about the propensity of Ricardo and his followers to suppose "that the world was 'made up of clay men.' " That propensity, he said, caused them to "suppose that the world was made without anything to throw themselves into the point of view of the workman and without dwelling upon the allowances to be made for his human passions, his instincts, and his feelings." "By supposing that the machine, the slave and the class are the only things that count, they have lost sight of knowledge

sticks floating together down a stream, reactions to the theory must have a natural place, not on them from without—the theory must be imported into the statistics and not drawn out from them. The Phillips Curve was a notable example of this. The position must be sufficiently general to determine the direction of causality, and knowing whether a variable appears in its own right or as a proxy for a latent factor.

It seems to be, therefore, (an far as I am concerned) a matter of opinion that the wide and vigorous extension of econometrics has been a mixed blessing. It has brought great benefits by its concentration of interest on quantitative evidence and analysis, and made the fuller use of it. But the availability of the computer, and the fascination of getting numerical answers out of it to the most complicated questions, have led economists too often to be cavalier in reducing their full range of knowledge to the form of a computer to a computable form, and naïve in interpreting their findings.

But there is much to be urged. I know, on the other side: Those of us who prefer to see each problem in its circumstantial setting, may be proud of our own naïveté, but in priding ourselves on our fidelity to the facts we should examine our selves for mental laziness: the realist's criticism of the unreasonableness of theory may, only provide an alternative, and a more realistic way to make the mental effort just

information developed in a fairly thorough manner undergraduates. It stops short even of what is expected nowadays at the most able undergraduates in their final examination.

Secondly, within the course concepts or relationships rather than facts are here well in practice, be drawn out, even by those who can handle the particular facility. In worst highest level of responsibility. The entrant would also come through, though training in statistical methods. For the whole course would include much economic, social and political history; this is essential. The course would also provide for the student in detail of some contemporary societies and their recent development.

This marks a conception of the professional economist that differs from that which prevails today in our country. But I believe I agree with the habit of thought that the working equipment of the used (whatever the academic training) by those economists who have the experience in past responsibility as advisers on issues of practical policy.

Mr. Henry Phelps Brown was formerly professor of the economics of labour at London University. His article is shortened version of a paper which originally appeared in *Lavoro e Bonita Nazionale* in March this year and is reproduced here by special permission.

with Ellen Power (married jointly with John Power) who was introduced to Thomas Wilson by Dr. Discourse Upon Unury; and in following year his most famous work, Religion and the Rise of Capitalism.

Equally which was given earlier lectures appeared in 1931, the year in which he was to China, so was covered by his Land and Labour in China to 1932. And his pamphlet periodical and journal output. In the past 30 years he wrote Rawney's published works covered down and nothing he wrote with the important exception of his essay on "The Economic History of England, 1558-1640," which appeared in a serial in the Economic History Review compared with his earliest writings.

He had already been several times to the United States during the earlier part of the century. World War he ceased writing about problems to the British Embassy in Washington. After the war his last major work of writing was his long summary study of Lionel Crayfield and Politics under James O'Connell, his last January 16 1962 at age 79.

His lack of serious study of foreign ideas of the kind that Dr. Wright has recently produced in L.A. Cole but it is a radical position rather than a radical one. It was Bishop Gore and the Catholic Social Union by whom he was most influenced, and he might

[illegible]

Rational Trade Unionists' Foundation mainly concerned with the application of the Trade Boards Act of 1909 and contacts with working men increased through his army service. He was a socialist, but not a radical, saw no fundamental reason why the war could not be supported and the war does not seem to have altered his socialist way but political attitudes, except for commitment to parliamentary socialism through the agency of the Labour Party; but what was proved dramatic, perhaps to himself, was that the political evolution was his membership of the Sankey Commission on the Coal Industry.

The commission was established by Lloyd George in order to carry out "concentration in the early months of 1919, and within nine months it had served the Government's purpose. Tawney, with Sidney Webb, was a member of the commission, and the reports it produced, were the most devastating indictment of private enterprise that had ever come from an official source.

"Beatrice Webb wrote the 'Sidney' has come out of the commission with a great deal of credit for wisdom and his report for Tawney, for wisdom and his report like intellect. Tawney has it been the great success of the commission." The last sentence is perhaps unfair to Robert Smillie.

Many of Tawney's historical writings have come under strong criticism in the past 30 years or so, as inevitable as the criticism of his work in the past. In most, unknown forests. His first major work on the agrarian history of the sixteenth century was part of the extraordinary literary inheritance of the past. He had been growing since the 1870s.

What began as a radical/liberal movement of reform against the landed monopoly, encouraged of the historical origins of the contemporary landed system and Tawney was only the outstanding example (leaving the medieval universities, professions and others, who inquired into the evolution of the modern rural structure).

His own work to this end stood out in the history of the Second World War when the explosion of historical research which has been such a remarkable

Without any qualification, Towney was a major intellectual force in the development of twentieth-century American history in the United States and in the English-Saxon countries. As one of the great pioneers he continues to be read, partly because of his remarkable sense of historical scope and perspective, and partly because he discussed many of the crucial questions that later historians have worked upon, partly because of his superb style of writing. It is given a few hints as to a growing educational experience that a reading of Towney still offers, whatever the amendments that are required to particular conclusions.

His policies have been under less scrutiny than his work as an educational reformer or historian. Yet his plea in the transition from autocratic liberalism to a radical democracy, and his advocacy of socialism is both important in itself and of considerable moment in the

I suppose that members of the Labour Party were too stunned by the honour conferred on it last night and that they were too kindhearted bestowed on Mr Chiofalo Whip, to give immediate expression to the joyful emotions which doubt, they felt. Having now, however, got a little more of the element, I feel moved to break the awkward alliance with conventional whisperers.

For a good many years, the Labour Party has been in the habit of stating its programmes and on public platforms that it stands for Social Equality. Now it is jettisoned that article in its programme and has substituted the article of equal wages? Or does it suppose that it will convert the public to a belief in Equality if it does not in its heart, believe in it? And, if so, does experience persuade them, that the genuineness of its convictions, if prominently continued on next page







ary.

Kooseveits' electoral victory in November, 1936, left him "cheered and stimulated". In February 1937, he joined John Dewey's committee to investigate the Soviet charge against Trotsky, and denounced the charges. (continued on next page)



## BOOKS

## Alternatives to imprisonment

**Prison Crisis**  
by Peter Evans  
Allen Lane, £7.50 and £3.95  
ISBN 0 04 365003 1 and 365004 X  
Community Service by Order  
edited by Ken Pease and William McWilliams  
Scottish Academic Press, £6.75  
ISBN 0 7073 0274 9

Industrial action by prison officers in England and Wales in the past few weeks underlines the fact that all is far from well in British prisons. Since the late 1960s, the primary function of imprisonment has been "human containment", though reformation and rehabilitation are still accepted as worthwhile goals. However, the "received wisdom" (as Pease and McWilliams put it) of the 1960s was that after a certain period, prison had a harmful, even disastrous, effect on the individual. This, along with the effects of overcrowding in outdated buildings, contributed to the search for non-custodial alternatives. The main of reviewing these books together is the development of non-custodial alternatives in general, and the community service order in particular, how to be assessed in the context of movements and changes within the prison system.

*Prison Crisis* is "written by a layman for laymen" and in it Peter Evans, Home Affairs correspondent for *The Times*, presents his interpretation of just what form the crisis within the prison system is taking, what faults led to the crisis, and how these could be remedied. Although the book contains very little new material, the author did have the advantage of interviewing people in the prison service. Evans, not surprisingly, identifies overcrowding in appalling physical conditions as the biggest threat to order and stability, mainly because of affecting staff and prisoners alike.

## Attacking the liberal tradition

**Adult Education for a Change**  
edited by Jane F. Thompson  
Blackburn, £4.50 and £3.50  
ISBN 0 09 141620 5 and 141621 3

There is an old proverb that says it is a bad bird that fouls its own nest; this book by 11 adult educationists is largely an attack on adult education as we know it. The authors, however, would claim that they are simply cleansing the nest of bourgeois liberalism; it is true that something of the liberal tradition of the idealism and pioneering spirit has gone out of adult education. Moreover, it is only true that the original aims of the university—Workers' Educational Association—partnership to bring liberating adult education to the working class people, have been forgotten by many of those who should know better, both in the universities and in the WEA. The authors of this book are idealists and they care deeply about the education of working people.

Unfortunately, most are also political dogmatists, and their simple solution to all the problems of adult education is that educators should be radicalised, so that they cease to be agents for the reproduction of the bourgeois hegemony, or for maintaining the status quo. Of course, most university people, only a quarter of whom (according to A. H. Halsey) vote Conservative, will find it hard to recognize the role here attributed to them; but the authors would argue that, whatever their political persuasions, they are doing what they are doing, which, objectively, they are fulfilling.

adult education as offering little but "opinionated moral exhortation" and moved to "a socialist (Marxist) conception". This is almost the only time in the book that socialism is directly equated with need, but the language and the limited range of authorities (repeatedly quoted by the other contributors) suggest that most of them go along with this equation.

The editor, Jane F. Thompson, assures us in one of her three contributions that "critical theorists of all types—from Althusser to Foucault—have agreed that education is one of the most important (if not the most important) institution by which ruling groups, in western society, establish and maintain their hegemony, and reproduce the conditions of capitalist production". If we ask, "Do you really mean all types?" as Thompson asks, the question-begging epithet "critical" at the beginning. However, I would still ask, whose specifically criticisms "western society", whether she does not agree that it is precisely in "containing" countries that the ruling party uses education (and much else) to maintain a much more tyrannical hegemony? Again, would any liberal educator in those countries be given the university post which she has, or the status of contributor to the book? Or, to enjoy the freedom to publish book as critical of the status quo? Another contributor, admits that radical adult education has often found a haven in universities, but that the university still argues that education is a neutral activity, essentially, regressive, organizations whose professed concern for the individual is hypocritical.

Most of the contributors agree that "educational means are never neutral", but political ends and means are not. In the belief that the "immediate problem of educational policy is a political one", as educational systems become a part of the struggle for socialism? R. H. Twyman, in specifically exempted from the ideological straitjacket, but from my knowledge of the man, his feelings and his writing, I know that that strategy and

aspects of prison life. In other chapters, he reminds us of the difficulties posed by the mentally abnormal, the violent, riots, young people, women, and the need for security with a prison population which includes "lifers" and terrorists. He then discusses the implications of these issues for the prison service itself. Generally understated, his officers are suffering from sinking morale and frustration, neither of which has been assuaged by the recommendations of the May inquiry into the state of the prison services.

In his final chapter, "Rescuing the Prisons", Evans outlines a number of proposals which he argues would make prisons more appropriate to contemporary social conditions. These include spending more money on ball hostels; community service as an option for fine defaulting; greater clarity and purpose in sentencing; sufficient pay for prisoners to enable them to support their families; relaxation of censorship along with greater access to telephones; more home leaves, and so on. Obviously not all Evans's recommendations will be met with approval; nevertheless his book, in spite of its general lack of rigour, does present a comprehensive survey of the factors contributing to the crisis. It also raises a fundamental moral and political question: what are prisons for?

*Community Service by Order* is a book of academic papers relating to the history, the development, the implementation of the community service scheme as it applies in England and Wales. Like Peter Evans, the authors wish to reach the interested general public, but their analysis is more systematic than his, and their conclusions are generally supported by empirical evidence.

Though community service schemes have existed in England and Wales for almost eight years, this is the first book to offer a critical analysis of their operation. As

well as discussing the history and philosophy of the scheme, it contains empirical information about selection for community service, the relationship of schemes to community agencies, area differences in their operation, and the dilemmas surrounding the breach of a community service order. Perhaps the most important question in this area is the extent to which community service is in practice an alternative to imprisonment as was originally intended. In the chapter addressing this issue, Pease argues that, despite the official rhetoric that community service is an alternative to custody, in practice only a minority of cases are so diverted. This raises the question whether we really are committed to decarceration or whether community service is being used as an alternative to other custodial measures.

Similarly, the operation of the scheme is circumscribed by the use of wide discretionary powers granted to those responsible for its implementation. Thus, as well as providing much needed information about how the scheme appears to be working in different areas, the book also prompts questions about the equality of community service when so much depends on the criteria of selection employed by probation officers, on the form the scheme may take and the availability of community resources. The book provides a most useful picture of state and community service at present, and of the direction it could take in the future.

What should we do with people who commit offences? The answer is essentially a moral and political one, and will continue to preoccupy us. Both books should help us make a better informed judgment than we could before.

Stewart Asquith

Stewart Asquith is lecturer in social administration at the University of Edinburgh.

## Needs

**Social Need: policy, practice and research**  
by Gilbert Smith  
Routledge & Kegan Paul, £10.00  
ISBN 0 7100 0484 2

The concept of "need" is central to the academic study of social policy and of social work. Yet, the meaning of the term is curiously elusive, and defies easy definition and measurement. Does it refer to expressed need (as measured by demand), felt need (as measured by want) or normative need (measured by expert assessment)? Because it is so easy to slide into the latter, the term "needology", the definition or replacement of the term is, in itself, of considerable urgency. The lack of sufficiently clear criteria by which to distinguish between competing kinds of need, disadvantage or deprivation is a serious challenge to academic social administration.

It is with some eagerness, therefore, that one turns to a new book entitled *Social Need: policy, practice and research*. Gilbert Smith describes his monograph as an empirical study in the sociology of knowledge. Divided into three parts, it begins with a discussion of the concepts of need implicit in the Kilbrandon and Seebohm Reports on social work reorganization. This is followed by a methodological chapter of need in social research, as an introduction to the empirical investigation of need in operational social work practice, which focuses specifically on the intake and client allocation process in local authority social work departments.

An interesting and useful critique of "need" in previous empirical research highlights the general failure to define and use the term clearly. Smith uses this as a starting point from which to contrast what he calls the traditional view of need with an alternative approach. The traditional view is based on the idea of a phenomenon, whereas Smith goes on to see socially constructed reality, reflecting the concepts used by professionals.

Smith argues that the client or potential client, but this way is not accomplished by professionals. Rather than trying to measure need, social scientists should attend to its context. This alternative approach draws on the ideas of ethnomethodology. The empirical investigation of "needs" research, Smith argues, is the way in which the social needs of clients are constructed as an intrinsic part of the management of social work organization.

This process is then investigated in detail by means of a pilot study in four areas and the main investigation in a large urban social work service department. Smith's conclusion is that the way in which the "needs of clients" are defined by professionals is not a neutral, practical and organizational concept, but a general differentiations used in a variety of different ways. Descriptive observations and documentary material is presented in support of this conclusion, but is best illustrated by the noted conclusions.

As a contribution to the general debate, *Social Need* is a considerable disappointment. It is an attempt at a social construction of the reality of social problems, but it is hard to see how it advances beyond the "needs research" which it is supposed to drive another nail into its coffin. In particular, its narrow focus on the needs of clients in social work is a pity, as there are many other areas in which the concept of need is being used.

The editor also complains that the views advanced in the book are too readily dismissed as "subversive". Given her obvious belief that the state, the economic and educational institutions of the country must be overturned, that socialist seems to me strictly accurate.

Roy Shaw

Roy Shaw is the secretary-general of the Anti-Corruption Commission of the London School of Economics.

## BOOKS

## Frankfurt intellectuals

**Introduction to Critical Theory: Horkheimer to Habermas**  
by David Held  
Blackwell, £13.95  
ISBN 0 09 138940 2

The Institute for Social Research was established in Frankfurt in 1923, at a moment when it was becoming clear that the revolution in Russia would not be followed by a communist victory in the rest of the world. In Europe orthodox Marxist parties were either losing ground or were shortly to become more adjuncts to the Soviet Union, while in Italy a fascist government ruled and in Germany itself a swing to the right was gaining momentum. It was thus inevitable that the left-wing members of the institute should engage in an effort to re-evaluate the work of Marx; they accepted his insights into the evils of capitalism but on the whole did not believe in its inevitable collapse. In Germany and after the rise of Hitler, in the United States the Frankfurt School developed what came to be known as "Critical Theory".

The writings of the school have often been accused of ignoring the political realities of the struggle against capitalism, and that is what is intended in this claim. They were intellectuals, not political figures. For a brief period the Frankfurt School did drop into popular consciousness, during the student movement of the late 1960s and early 1970s, but since then it has been almost entirely forgotten. The school's work, however, can be said to have been linked with those of Marx and Mao to form a slogan to be chanted at the barricades. With the failure of the student movement to achieve any political gains, the Frankfurt School itself returned to comparative academic obscurity, though it continued to be the target of more orthodox Marxists. Many of its leading ideas, however, can be said to survive in the writings of Jürgen Habermas, at present an important figure in German philosophy.

David Held's object in this book is not to write another history of the school, but to provide a critical introduction to its thought. He defines and uses the term clearly. Smith uses this as a starting point from which to contrast what he calls the traditional view of need with an alternative approach. The traditional view is based on the idea of a phenomenon, whereas Smith goes on to see socially constructed reality, reflecting the concepts used by professionals.

## Weeding the feminist garden

**The Skeptical Feminist: a philosophical inquiry**  
by Janet Radcliffe Richards  
Routledge & Kegan Paul, £12.00  
ISBN 0 7100 0673 X

How much nonsense can be tolerated in a movement? At the outset no doubt a great deal. A wide seed-bed of new thoughts is needed, and besides, there is often so much nonsense in established thinking that even ideas which are wrong in themselves may be needed as stimulants to correctives. At some stage, however, any movement must weed its garden. This is not just because otherwise it will get irretrievably bogged down, but because, as bad habits harden into dogmas, tolerance stops in any case and bad ideas drive out good. Salt-tolerant weeds take over. Unexamined dogma destroys the power of thought, and generates bad faith. This sort of thing must block progress towards the original ideal. It is, therefore, the people most genuinely interested in that ideal who are finally forced, however reluctantly, to get out their weeding tools and their spades for a clear operation.

This book is a quite admirable attempt to do this for feminism. Its author, a philosophy lecturer, is a convinced feminist; that is, she believes that injustice to women is real and, even among the welter of other descriptive causes, it is the most urgent. Because of this belief, rather than in spite of it, she is quite determined and unapologetically cuts away the mass of dogma and exaggeration in which the feminist movement has been bogged down, and proceeds to state the remainder reasonably, while pointing out that it involves some quite unpalatable problems—for instance,

about freedom and justice. She sees how gravely feminists have damaged their case by arrogance, by treating all who did not agree with them as idiots or tyrants. Feminists tend to dismiss women who do not welcome their ideals as a more regrettable transient phenomenon. But, as Dr. Richards points out, all of us are equally and to the same extent products of that same culture. It is more conceit to suppose oneself and one's friends autonomous and unshaped by the culture in which we live. The resulting mind-rigidity in feminism is much like that produced in the psychoanalytic movement by treating all opponents as victims of a neurotic resistance.

What feminism aims at is an increase in justice and freedom. These things cannot be promoted by dragging people into new and unwanted ways of life—by driving all the women out to work and all the children into creches, by universal bisection, or abolishing pregnancy, or dressing in standard boiler suits to avoid being sex-objects. The idea that everybody given a proper upbringing would prefer these customs is all too often a wishful fantasy. We do not, as Dr. Richards repeatedly shows, need any such speculations to make the essential feminist case which aims at the truest of all options: rather, than increased justice, there is no reason at all why women should be abandoned or be ashamed of any of their natural and traditional interests from looking after their own children, from dressing elegantly. The point is simply that these are the things which make life worth living. The restrictions which make it necessary to do these things are those which make it necessary to do these things.

Someone argued that men, since they are not their own adequate ends, do not need to engage seriously in politics, art, sport or the upbringing of their children, and can properly be restrained by law and custom from doing so?

The central practical need is, she suggests, not 24-hour creches but part-time work. This is something which would not actually be at all hard to arrange (as indeed was found in the war, when people put their backs into it). It is also something which benefits everybody, not only women. The tendency to hog all the interesting work of the world for full-time, lifelong, certificated professionals and treat everybody else as more or less of a "stifling" amateur is deeply unhealthy for every one. From the point of view of the work itself, it notoriously produces narrowness, form-worship and self-protecting bureaucracy. From the point of view of the lives of those excluded (both men and women), it is an unpalatable and unjust one-sided insight which our age really is supposed to have grasped and decided to recognize—the Parables of the Talents. Resting their case on this, women are unanswerable. Prutting it on random red herrings, they do not even deserve an answer. To sort the various proposals involved according to this standard is not easy, and in detail many of this book's conclusions can be disputed. But as they are always clear and rationally stated, that is not too hard. With all its faults, this is a magnificent piece of good sense.

Mary Midgley

Mary Midgley's "Beast and Man: the origins of human nature" was published last year.

## Social integration

**Identity and Authority: a problem analysis of processes of identification and authorization**  
edited by Roland Robertson and Burkert Hobner  
Blackwell, £17.50  
ISBN 0 631 10581 6

The contributors to this volume explore some of the complex relationships between the individual and society. They ask what are the dynamics of the processes by which different types of individual identity are realized, experienced, perpetuated or changed in the face of different kinds of social authority? Once one seriously begins to grapple with such questions the complexity involved in isolating the variables, postulating possible relationships between these (and relationships between the relationships) becomes extreme and the reader who does not proceed with the utmost care can easily become confused.

The ordering of this volume is logical enough but I suggest it might be easier to read it backwards, starting with the penultimate essay in which Guy Swanson suggests that what are sometimes referred to as crises of the next step, or crises within modern post-industrial society can be seen not as the heralding of an anti-social movement which is the disintegration of the social order, but instead as one which heralds a new kind of social integration as the next step. Swanson presents this thesis by examining changes in the organizational structure of work and subsequent changes in presuppositions about individual identity which he finds revealed in contemporary theology and ideologies. The reader can then proceed to an alternative perspective from John Marx whose analysis suggests the distinction between the structure and the culture. Next one can turn back to Richard Fenn's analysis of

the way in which the authority of the society's assumed religious beliefs are (or are not) drawn upon in the upholding of communal and individual rights through the American legal system.

It may thus become easier for those not familiar with sociological theory to see the relevance of the more abstract or theoretical essays. Vytas Kavolis examines the authority of cultural politics in providing personnel authenticity while Rainer Baum contributes 58 pages to his more micro-level discussion of authority and identity in which he considers political authority and its relation to personal autonomy. The editors themselves contribute an introductory essay which discusses the central concepts of the book and proposes an analytical framework, and Roland Robertson also concludes the book with a discussion of the concepts from within the context of the anthropological tradition, finally presenting with this the challenge that the sociological enterprise itself must be recognized as occurring within a set of particular relationships which parallel the general problems concerning the relationship between the individual and society.

This is a difficult, scholarly book that addresses itself to a subject which lies at the very core of our understanding of individual and communal life. It is a book to be recommended to the serious student of society. It is not a book through which one can lightly skip.

Eileen Barker

Eileen Barker is lecturer in sociology at the London School of Economics.

A paperback edition is available of Catherine Belsey's *Critical Practice*, reviewed by Michael Egan in *THES* November 14. Published by Methuen, it costs £2.75 and its ISBN is 0 416 7295 0.

## Schopenhauer

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RKP















## Colleges and Institutes of Technology

# Strathclyde Department of Education GLASGOW COLLEGE of TECHNOLOGY

The Glasgow College of Technology, a major polytechnic institution of higher education, invites applications for the following posts:

## SENIOR LECTURERS/LECTURERS

**LAW/PUBLIC ADMINISTRATION, Soc. Sci., A.C.** Applications are invited from persons with a first degree and other academic leadership in any area of law and public administration. Candidates should hold a degree and preferably a higher degree in the relevant professional qualification. Experience in degree teaching or relevant professional work would be an advantage.

**SOCIOLOGY, Soc. Sci., A.C.** Sociology teaching is predominantly at degree level, its primary focus being within a BA in Social Science. Advanced Sociology also contributes to other degree degrees. An interest in Social Stratification, the relationship between Sociology and the substantive applications of Sociological theory would be an advantage, although candidates with other interests are encouraged to apply. Applicants will also be expected to demonstrate a strong commitment in the development of their own, and the Department's, research interests.

**SPORTS ORGANISATION, Soc. Sci., A.C.** To advise and assist the Student Association in the planning, organisation and financing of the College sport and recreation programme and to exercise responsibilities for all other activities within the Sports Unit. Candidates should have at least one year of experience in coaching and the administration of sport and recreation at the student level.

**LAW, Soc. Sci., A.C.** Applications are invited from persons with a first degree, including Common Law, in law and public administration. Candidates should hold a degree and preferably a higher degree in the relevant professional qualification. Experience in degree teaching or relevant professional work would be an advantage.

**MATHEMATICS, Soc. Sci., A.C.** Candidates should hold a first degree in Mathematics, and preferably a higher degree, in a mathematical science with specialisation in algebra, statistics or operational research. Preference will be given to candidates with industrial experience in the field of business applications of quantitative techniques.

## SALARIES

**SENIOR LECTURER, A.C.** £10,425-£11,601 (Inc.)  
**LECTURER, A.C.** £8,398-£10,140  
**LECTURER, A.C.** £5,916-£10,424 (Inc.)  
Pensions on the salary scale will be payable on retirement. Full details of application and further particulars can be obtained from the Glasgow College of Technology, Glasgow Road, Glasgow G4 7LW. Completed applications should be received not later than 14 days after the appearance of this advertisement.

EDWARD MILLER, Director of Education.

## The Associated Examining Board

# Statistics Officer

Applications are invited for the post of STATISTICS OFFICER in the Statistics Department of the Research and Statistics Division of the Board's offices in Aldershot, Hampshire. The Department is concerned primarily with the compilation of data relating to G.C.E. examinations, the preparation of these data for publication and the provision of statistical services generally within the Board. The Statistics Officer, as Head of the Department, is responsible to the Director of Research and Statistics, who is Head of the Division.

Applicants should be graduates in Mathematics or Statistics and have a sound knowledge of computing techniques. Experience in the application of statistical techniques in the field of education would be advantageous.

The salary is aligned to the scales for academic University staff, the current A.E.B. scale being £8,065 rising by nine annual increments to £11,575 per annum. The starting point on the scale will depend on qualifications and experience.

Further information, together with an application form, may be obtained from The Personnel Manager, The Associated Examining Board, Wellington House, Aldershot, Hampshire GU11 1BQ (Tel: Aldershot 25551), to whom completed forms of application must be returned not later than Friday, 9th January, 1981.



## LIVERPOOL

# THE UNIVERSITY OF LIVERPOOL ADMINISTRATIVE ASSISTANTS

Applications are invited for two posts of Administrative Assistant, initially one in the Faculty of Medicine and the other in the Faculty of Science. The salary will be within the range of £4,700 to £5,000 per annum. The initial salary will be determined according to the qualifications and experience of the successful candidate. The successful candidate will be required to be in the Liverpool area of the University.

Applications (with copies to address with the names and addresses of three referees) should be sent to the Personnel Officer, The University of Liverpool, 6-8, Victoria Road, Liverpool L69 3GB. Applications should be received not later than 10.00 a.m. on 15th January 1981.

ST. ANDREWS  
THE UNIVERSITY  
OF ST. ANDREWS  
CAREER ADVISORY  
OFFICER

Applications are invited for the post of Career Advisory Officer, initially one in the Faculty of Medicine and the other in the Faculty of Science. The salary will be within the range of £4,700 to £5,000 per annum. The initial salary will be determined according to the qualifications and experience of the successful candidate. The successful candidate will be required to be in the Liverpool area of the University.

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## Overseas continued

# Papua New Guinea Lecturers

Applications are invited from suitably qualified candidates for the following positions with the Institute of Administration.

## Senior Lecturers Library Studies - Level 17

Applicants should be Chartered Librarians with teaching experience and possess F.L.A. or equivalent.

## Audit - Level 19

Applicants should be members of a professional accounting body with extensive government auditing and/or teaching experience.

## Maths/Statistics/Economics - Level 19

Applicants must be graduates and will preferably have work experience in a government statistical department or similar. Teaching experience would be an advantage.

## Lecturers Audit - Level 14

Applicants should possess similar qualifications and experience to the Senior Lecturers above.

## Communications Skills - Level 10

Applicants should possess a University Degree plus T.E.F.L. or similar qualification and experience in teaching English as a foreign language.

## Rewards

Payable in Kina. The actual equivalent figures will fluctuate due to movement in exchange rates. The exchange rate on 21st November 1980 was K1.58 to £1 Sterling.

Level	Salary
17	K17,125 (£10,838)
19	K15,275 (£9,667)
14	K13,425 (£8,496)
10	K11,485 (£7,268)

## Plus

- \* 3 year contract (renewable in most cases).
- \* Gratuity of 2.4% p.a. of annual salary. Gratuity is taxed at this rate of 2%.
- \* Virtually free married or single accommodation.
- \* Air fares to and from PNG at commencement and expiry of contract.
- \* 6 weeks annual leave with return fares to U.K. during 2nd year of contract (including accompanying dependants).
- \* Free Primary Schooling. Free Secondary Schooling (Port Moresby and Lae only).
- \* Generous education subsidies (fees and fares for dependent children attending school overseas).

All positions are to be filled by February/March 1981, so only those applicants able to make this date should apply. Interviews will be held in early January 1981.

Please write or telephone, quoting reference V15/PSC-ADCOL/56, for application forms (to be completed in duplicate) and further details to: The Recruitment Officer, Papua New Guinea High Commission, 14 Waterloo Place, London SW1R 4AR. Telephone: 01-930 0925.

# Papua New Guinea



## Holidays and Accommodation

For further information and application form contact:

The Principal  
Western Australian Academy of Performing Arts  
2 Bradford Street  
MOUNT LAWLEY 6060  
Western Australia  
Telephone: (09) 271 9311

Applications should be sent to the above address by 30th January 1981.

For further information and application form contact:

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## Personal

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## REMINDER

Copy for classified advertisement in the T.H.E.S. should arrive not later than 10.00 a.m. Monday preceding the date of publication.

## Research Posts

# PLYMOUTH POLYTECHNIC Faculty of Maritime Studies Department of Marine Science RESEARCH ASSISTANTSHIP GEOCHEMICAL CYCLES OF TRACE ELEMENTS

## National Universities Commission NIGERIA

Applications are invited from suitably qualified persons for appointment to the vacant post of:

## Executive Secretary

of the National Universities Commission, Lagos.

**Qualifications:** A good honours degree from a recognised University with considerable experience in University matters and Public or University administration. A higher degree will be an advantage.

**Duties:** The Executive Secretary will be the Chief Executive of the Commission and will be responsible for the execution of the policy directives of the Commission and the co-ordination of the overall development and operational activities of the Universities in addition to the day to day running of the affairs of the Commission.

In carrying out his assignment, the Executive Secretary will be responsible to the Commission to work in concert with the Authorities of the Nigerian Universities.

He shall be responsible for the Commission's affairs relating to the co-ordination, development, and financing of Nigerian Universities and shall specifically be responsible for the following responsibilities:

(i) to advise on the creation and location of new universities and other degree-granting institutions;

(ii) to prepare after appropriate consultations, periodic masterplan for the balanced and co-ordinated development of all the Universities;

(iii) to estimate and request from Government, annual and quinquennial grants for the Universities and to distribute this in accordance with a set formula;

(iv) to collect, analyse and publish information relating to University development and education in Nigeria;

(v) to develop general programmes to be pursued by Universities in order to ensure that they are fully adequate for national needs and objectives;

(vi) to recommend the establishment of new faculties or post-graduate institutions in existing Universities;

(vii) to investigate the need for University research and ensure that adequate funds are provided for this;

(viii) to undertake periodic review of the terms and conditions of service of personnel engaged in the Universities;

(ix) to act as agency for channeling of external aid to the Universities in Nigeria, bearing in mind the country's foreign policy and security.

Applicants must therefore be capable administrators or distinguished academics, of high integrity, with the potential for successfully discharging the above duties and responsibilities.

**Salary:** Grade Level 17 i.e. N12,985.00-N14,268.00 per annum. Conditions of Service: The appointment will be for a period of five years in the first instance, renewable thereafter by mutual consent. Fringe benefits include:

(i) A chauffeur driven car

(ii) A fully furnished accommodation at a rental not exceeding three hundred naira (N300) per annum.

(iii) Provision of cook, maid, gardener and security staff in official residence.

(iv) A hospital allowance of two thousand naira (N2,000.00) per annum.

(v) First class air or sea passages, where applicable, paid for appointee, wife, and up to five children or appointee and on termination.

(vi) Contractual addition to appropriate assets or pension facilities by special arrangement for appointed officers.

The Commission is a scheduled service. Officers from other parts of the Public service can be seconded to it on appointment.

Method of Application: Interested applicants should forward 10 copies of their curriculum vitae giving the following details:

(a) Name in full

(b) Place and date of birth

(c) Present Postal address

(d) Nationality

## BELFAST THE QUEEN'S UNIVERSITY INSTITUTE OF IRISH STUDIES RESEARCH APPOINTMENTS AND GRANTS

Applications are invited for two research grants of £2,000 each for the study of Irish Studies in the period 1917-1921. The research should be relevant to Ireland.

Candidates for the grant should be holders of a first degree in a relevant subject. The grant will be awarded to the successful candidate on the basis of a written proposal.

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